



## Scranton Elementary

1649 US 52 Hwy.  
Scranton, SC 29591

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	348 Students	
<b>Principal</b>	Darlene Matthews	843-389-2531
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8205

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	Below Average
2006	Average	Average
2005	Average	At-Risk
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

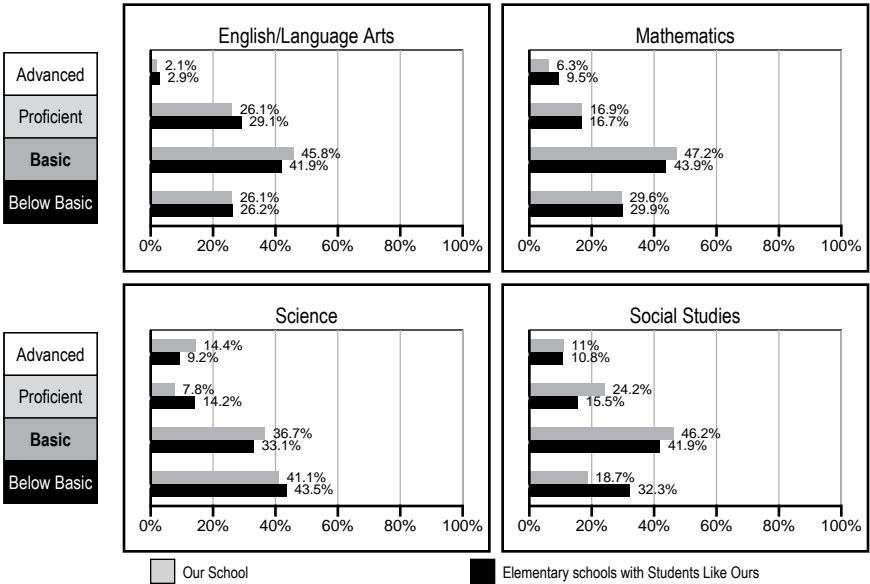
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	63	10

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=348)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 7.5%	2.8%	2.3%
Attendance rate	95.6%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	8.9%	Down from 11.3%	6.5%	10.4%
With disabilities other than speech	13.5%	Up from 12.7%	8.7%	7.5%
Older than usual for grade	1.5%	No Change	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	32.0%	Down from 37.5%	52.6%	56.7%
Continuing contract teachers	64.0%	Down from 79.2%	75.9%	77.3%
Teachers with emergency or provisional certificates	15.8%	Up from 5.3%	0.0%	0.0%
Teachers returning from previous year	90.6%	Up from 90.2%	85.9%	86.4%
Teacher attendance rate	93.1%	No Change	94.7%	94.9%
Average teacher salary	\$43,204	Down 1.0%	\$44,473	\$45,345
Professional development days/teacher	15.5 days	Down from 18.2 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 16.3 to 1	18.2 to 1	18.5 to 1
Prime instructional time	87.8%	Up from 87.0%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,684	Up 11.6%	\$7,358	\$7,052
Percent of expenditures for instruction*	66.0%	Down from 66.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	60.7%	Down from 62.7%	63.7%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Our mission at Scranton Elementary School is to meet the academic, social, and emotional needs of every child through partnerships with families and the community. Preparing our students to be responsible citizens and lifelong learners drives us to provide innovative educational experiences that meet the needs of the whole child.

Through the implementation of the Teacher Advancement Program (TAP), a variety of instructional strategies are used to foster the academic success of our students. Under the guidance of a Master Teacher, classroom teachers analyze data to plan lessons based on a rich, standards-based educational program designed to motivate students to be actively engaged in learning.

Each month, our school focuses on character traits that are emphasized throughout all areas of the school. Students who consistently demonstrate these traits are honored during monthly recognition programs. They are honored by their families and classmates, take pride in themselves and become role models for their fellow students. Students at Scranton Elementary are also provided numerous opportunities to develop character traits through community service learning projects. These projects include Pennies for Patients, St. Jude's Math-a-Thon, holiday food drives, and Scranton Nursing Home adoption.

We continue to maintain strong family and community partnerships through our Open House, Annual Title I Meetings, Family Nights, Grandparents' Day, and Hero's Luncheon.

At Scranton Elementary, we continue to work together to meet the needs of the whole child in a safe, positive learning environment. We invite you to visit our wonderful school, where it is evident as you walk down the halls that everyone is focused on student achievement, building good citizens, and community and parental involvement. As our motto states, "We Succeed Together."

Angelia Scott, Principal  
Mel Evans, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	44	34
Percent satisfied with learning environment	100.0%	86.4%	87.5%
Percent satisfied with social and physical environment	100.0%	70.5%	87.9%
Percent satisfied with school-home relations	90.9%	77.3%	79.4%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	152	100	26	44.5	25.3	4.1	42.5	30.3	48.2	Yes	Yes
<b>Gender</b>											
Male	81	100	29.5	43.6	21.8	5.1	34.6	23.7	41.7	N/A	N/A
Female	71	100	22.1	45.6	29.4	2.9	51.5	37	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	86	100	18.5	43.2	32.1	6.2	51.9	46.2	60	Yes	Yes
African American	61	100	35	46.7	16.7	1.7	30	21.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	28	100	55.6	29.6	3.7	11.1	14.8	11	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	123	100	29.1	42.7	23.9	4.3	41	26.4	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	152	100	29.5	45.9	17.1	7.5	34.9	27.8	45.8	No	Yes
<b>Gender</b>											
Male	81	100	32.1	43.6	15.4	9	32.1	25.4	45.6	N/A	N/A
Female	71	100	26.5	48.5	19.1	5.9	38.2	30.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	86	100	13.6	49.4	23.5	13.6	50.6	46.6	59	Yes	Yes
African American	61	100	50	41.7	8.3	0	15	17.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	29.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	28	100	59.3	29.6	3.7	7.4	11.1	12.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	123	100	33.3	43.6	16.2	6.8	33.3	24.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	97	100	40.9	35.5	7.5	16.1	23.7	18.6	35.7	95.6	95.5
<b>Gender</b>											
Male	54	100	44.2	28.8	9.6	17.3	26.9	21.8	37.4	95.3	95.4
Female	43	100	36.6	43.9	4.9	14.6	19.5	15.4	33.8	95.9	95.6
<b>Racial/Ethnic Group</b>											
White	56	100	25	36.5	13.5	25	38.5	38.1	49.2	95.2	94.6
African American	37	100	62.2	35.1	0	2.7	2.7	8.2	17	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	7.4	24.9	97.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	82.6
<b>Disability Status</b>											
Disabled	20	100	60	30	0	10	10	14.3	14	94.8	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	87.6
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	98.1	96.4
<b>Socio-Economic Status</b>											
Subsided meals	76	100	44.4	33.3	4.2	18.1	22.2	15.3	21.1	95.5	95.4

**Social Studies**

All Students	98	100	19.1	44.7	25.5	10.6	36.2	22.8	34	95.6	95.5
<b>Gender</b>											
Male	54	100	21.6	37.3	29.4	11.8	41.2	23.8	36.6	95.3	95.4
Female	44	100	16.3	53.5	20.9	9.3	30.2	21.8	31.3	95.9	95.6
<b>Racial/Ethnic Group</b>											
White	57	100	9.3	48.1	27.8	14.8	42.6	35.8	44.5	95.2	94.6
African American	39	100	31.6	39.5	23.7	5.3	28.9	15	19.1	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24.1	27.5	97.7	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	82.6
<b>Disability Status</b>											
Disabled	17	100	50	31.3	12.5	6.3	18.8	15.3	14.4	94.8	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	87.6
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	98.1	96.4
<b>Socio-Economic Status</b>											
Subsided meals	80	100	22.4	43.4	23.7	10.5	34.2	19.3	21	95.5	95.4

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	49	98	8.5	44.7	46.8	0	46.8
	4	41	100	23.1	43.6	30.8	2.6	33.3
	5	54	100	18.9	56.6	20.8	3.8	24.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	20	41.7	33.3	5	38.3
	4	44	100	26.2	42.9	26.2	4.8	31
	5	45	100	34.1	50	13.6	2.3	15.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	49	98	19.1	55.3	25.5	0	25.5
	4	41	100	25.6	43.6	20.5	10.3	30.8
	5	54	100	13.2	49.1	24.5	13.2	37.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	31.7	43.3	13.3	11.7	25
	4	44	100	23.8	42.9	28.6	4.8	33.3
	5	45	100	31.8	52.3	11.4	4.5	15.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	23	100	19	66.7	14.3	0	14.3
	4	41	100	44.7	39.5	5.3	10.5	15.8
	5	28	100	19.2	42.3	26.9	11.5	38.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	33.3	40	10	16.7	26.7
	4	43	100	41.5	36.6	4.9	17.1	22
	5	23	100	50	27.3	9.1	13.6	22.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	25	100	8	20	36	36	72
	4	41	100	36.8	39.5	13.2	10.5	23.7
	5	28	100	32	48	4	16	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	10	36.7	43.3	10	53.3
	4	44	100	19	47.6	21.4	11.9	33.3
	5	22	100	31.8	50	9.1	9.1	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample